THE NORTH SHORE COUNTRY DAY SCHOOL

BULLETIN

Quarterly newsletter for the NSCDS Community Fall 1995

Field Hockey Team Goes to State Tournament

The North Shore Country Day School's field hockey team ranks fourth in the State of Illinois and first in the hearts of the NSCDS fans. Following an 11-8 season in which they were named the Independent School League (ISL) Co-Champions (this marks the third year in a row for the honor), the 18 team members made an impressive showing at the State Tournament on October 27 and 28 against New Trier and Lake Forest high schools. They did not play against Oak Park-River Forest, the fourth high school participating in the State Tournament.

Despite a 3-2 loss to New Trier in the semifinals, Coach Edee Madsen told a Pioneer Press reporter, "We had New Trier shaking in their boots. We rose to the level of play. These kids played with as much heart and determination as any team I've ever had." North Shore went on to play a strong game against Lake Forest High School, which they lost 3-2 in strokes. Three of the season games also went to strokes.

Four North Shore players, Whitney Brown, Eliza Durbin, Susan Pope, and Hillary Wirtz, were named All-State and All-Conference. Brown (who was also named Player of the Year in the ISL), Durbin and Wirtz are juniors who will return to lead the path to next year's State Tournament. Cassandra Lopez and Devon Levy also received All-Conference honors. Six players were named All-Academic, an honor given to players who maintain a 3.5 grade point average. They include: Rosie Bell, Dana Brown, Eliza Durbin, Alissa Gorelick, Ginny Wharton, and Laura Yates.

The 1995 NSCDS Field Hockey Team. Pictured from L—R, Front Row: Katie Hutchins, Rachel Goodman, Annie Cardone, Alissa Gorelick, Devon Levy, Laura Yates, Susan Pope. Middle Row: Maisie Rinne, Michelle Butler, Dana Brown. Back Row: Cece Durbin '67, Coach Edee Madsen, Rosie Bell, Laurie Tyler, Eliza Durbin, Cassandra Lopez, Whitney Brown, Cassie Hunter, Hillary Wirtz, Ginny Wharton, and coach Jen Craig.

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printed on recycled paper

Message from Head of School

Investing in Futures

No, this isn't an article about financial markets; it's about schools—our school in particular. The nation bemoans the inadequacy of schools and demands solutions, but the search for solutions has become so polarized and politicized that it often seems less of an exploration and more of a battle, mired down in attacking the "other" side. Among all who rightfully expect excellence in schools, there is little agreement on the definition of excellence. The only agreement is that society as a whole is increasingly a muddy mirror of values and standards that schools must somehow counter. In addition, the nation and the world face an explosion of information available via technology. Although visionaries can only guess what the future will hold as a result of technology, all educators know we must somehow prepare students to be comfortable and skilled in using technology to their advantage since the alternative is for them to be used by technology. Confusion reigns.

What future do we at NSCDS expect for our students, and what investment does it require? How do we define excellence? What are our standards? What is our goal?

Our College Counselor Sharon Cooper writes, "When one attends NSCDS, college admissions is never the goal. It is ASSUMED. In essence, our point is to keep our eyes on the prize, to seek to be educated for all of our days on the planet and to be about the business of learning and knowing. On the way to that, one attends college."

What does the business of learning and knowing look like? The academic deans of twelve Pennsylvania colleges, in "What We Expect: A Statement on Preparing for College," state, "We are as concerned with how students learn as with what they learn... We attach the highest value to the cultivation of such habits of mind as curiosity, independence, clarity, and incisiveness of thought; tolerance for ambiguity; and an ability to solve problems, coupled with a willingness to work hard and an ability to manage time." They go on to say that they expect frequent writing assignments, serious independent projects, and collaborative assignments.

"... the 1930's Eight Year Study that included NSCDS ... concluded that students from progressive schools like ours outperform their peers from traditional schools in problem-solving skills, creativity, and leadership."

The presidents and admissions officers of 23 colleges, from Amherst to Wellesley, have joined a Coalition Admissions Project supporting and affirming the work of educational reform in this country. They look back to the 1930's Eight Year Study that included NSCDS and concluded that students from progressive schools like ours outperform their peers from traditional schools in problem-solving skills, creativity, and leadership. As a way of encouraging the same kind of restructuring in more schools today, these college representatives have signed a statement which says: "We applaud those schools involved in endeavors which emphasize rigorous independent thinking and the direct engagement of students in serious work, and we commend their efforts to find effective means to restructure and improve education at all levels. We welcome applications from students at such schools."

A Harvard University booklet, "Choosing Courses to Prepare for College," emphasizes "important knowledge, skills, or habits of thought, rather than naming specific courses." Common threads are research and writing, depth more than coverage, studying ideas and institutions in a historical context, "the habit of puzzling over mathematical relationships," and knowing that "the study of Science begins with the habit of asking questions."

Vartan Gregorian, President of Brown University, writes, "The skills most needed in the Information Age of the next century will be those of critical thinking, analysis and syntheses, adaptability, the ability to see and note differences, create relationships. As we learn more about the workings of the mind and its subconscious, we must guard against mechanistic thinking and becoming a nation of technocrats. We need to focus our attention on that which makes us human, that which is uplifting and makes our spirits and our creativity soar."

At NSCDS, even as we wade into the world of technology, known and unknown, we also hold to the values and standards of our past. North Shore has a 75 year history of developing the habits of mind and of spirit that will serve students well for today and for all their days. Thus do we continue to invest in the futures of our children.

Julia Hall

From the Curriculum Catalogue:

Math and Science for the 21st Century

Since 1993, when a $1 million gift to the School established the 21st Century Fund, NSCDS has made a commitment to the disciplines of math and science (along with foreign language, technology and global consciousness). We see these areas as critical to students' success in the next century. The fund, which became known as "Framework for Distinction: Education for the 21st Century," has enabled teachers to rethink their curriculum and both to expand on many of the things they may have already begun doing and to bring new ideas, materials and technology into their classrooms.

One of the most notable by-products of the fund has been the further integration of math and science over the past three years. As technology often serves to unite academic disciplines, and as the real-life problems posed to students require them to combine what they've learned in other disciplines, students have begun to see the lines between the fields blur. This interdisciplinary approach, another key component of the 21st Century Fund, is a concept which remains true to the founding principles of NSCDS. Students will continue to benefit from the experiential learning and interdisciplinary studies that are the hallmarks of an NSCDS education. However, as teachers assess the skills their students will need once they graduate, they see an increasing need for an understanding of real-world applications of knowledge and a familiarity with technological tools.

Lower School

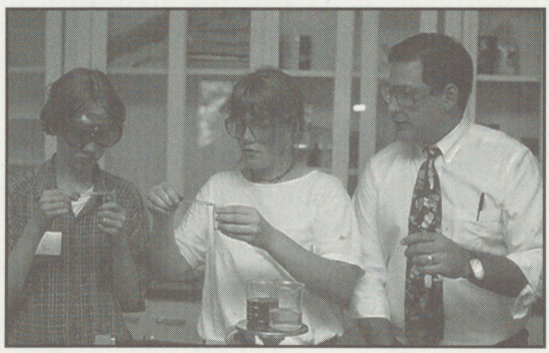
In the Lower School, teachers base mathematics on developing concepts and problem solving techniques. The Lower School math curriculum is based on the University of Chicago math program in kindergarten through third grade, and teachers also use manipulatives, writing about math, mapping, computer software, and robotics to help students master mathematical concepts such as computation and estimation. Mathematician Barbara Wilmot, Master in Residence from 1993-95, has helped Lower School teachers to develop a new approach to asking mathematical questions. Whereas a traditional question might include a teacher listing the numbers 2, 17, 8, 23, and 10 and having students circle the odd numbers, a teacher would now ask students to write three odd numbers between 10 and 30 and three even numbers between 40 and 80. Once completed, the teacher might ask students to draw at least one diagram and explain how a first grader could decide if 75 is odd or even. Another traditional question might be: "A bag has 1 red tile, 1 blue tile, and 1 yellow tile in it. What is the chance that I will reach in and get a blue tile?" Instead, NSCDS teachers would ask students to : "Describe tiles in at least three bags if the chance of getting blue would be 1/3. Describe tiles in at least three bags if the chance of getting blue would be 2/5. Write about the patterns you notice."

> *"Even with the addition of new technology, the math department expects students to have basic computation skills, increased estimation skills, to know when to use technology, and to know both how and when to use a pencil and paper."*

Science in the Lower School is taught using a completely hands-on approach. Students have lab time weekly during which they conduct new experiments, check the progress of ongoing experiments, and bring items to class from home for group discussion and "share time." They cover topics ranging from electricity and magnetism to anatomy to estimation. Students are encouraged to make hypotheses before an experiment begins and then to immerse themselves in the process of discovery.

Middle School

Students in Middle School have the same teacher for both math and science instruction. Middle School students use graphing calculators, CD Roms, and scientific and graphing computers in their math and science classes. All of these are powerful tools in helping students to better understand mathematical and scientific concepts and to solve real-life problems. For example, sixth grade students set up their own bank and create graphs and spreadsheets to chart activity; seventh grade students, all of whom take pre-algebra, study and apply for loans; and eighth grade students, all of whom study algebra and use graphing calculators, reinforce math skills through a stock market simulation project in which they buy and sell stocks via a computer in their classroom.



Middle school science students can now use the recently installed weathernet antenna to track temperature, relative humidity, barometric pressure, wind

See **Math and Science** *on page 6*

NSCDS Gets Wired!

The Internet Comes to the Classroom

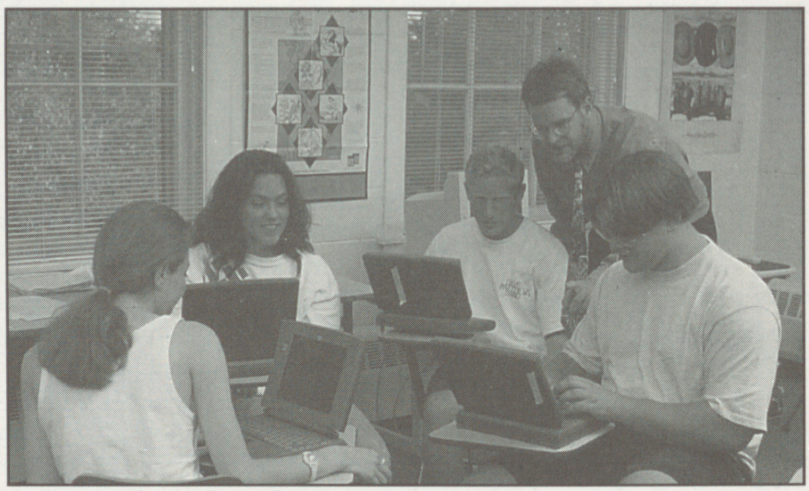
By Vincent Vrotny, Technology Coordinator
vvrotny@nscds.pvt.k12.il.us

In May of 1994, after a year of research and planning, the Board of Trustees approved a three-year plan for implementing innovations in technology at NSCDS. The school hired two new technology coordinators to provide leadership and to support teachers in integrating techology into curriculum. Within 18 months, the School had purchased 122 new computers with multimedia capabilities. We currently are supporting 173 computers, 117 which are used by students throughout the campus. Our ratio of just over three students per computer compares to the 1994-1995 national average of 12 students per computer and the Illinois average of 24 to 1. North Shore is now one of the 5% of schools nationwide to have a student:computer ratio lower than 4:1.

The original technology plan called for us to establish a campus-wide network by the Spring of 1997. Due to the eagerness of the community, including parents, students, and faculty, the network was completed in half the scheduled time, a full 18 months ahead of schedule. On September 9, 1995, we completed the installation. In 1000 hours during an 11-week period, more than seven miles of copper cable and half a mile of fiber optic cable established the 304 connection points on campus. We now have the ability to connect an additional 110 computers to our network in the future in classrooms, the library, and common student areas such as the cafeteria. Our network could support computer use by every teacher, staff member and student!

We have also exceeded our original goals in the area of telecommunications. We set out to have Internet access via a modem through four computers—one computer in each division and one in the library. This is how most schools and home users of the Internet currently connect. This would have enabled four groups of students to use this exciting new tool at any one time. Instead, due to the vision of the School's technology plan and the ability to accelerate our connection to the Internet, we chose to become one of the 1000 schools in the nation that exist as a "node" on the Internet. It is unusual for an independent school like North Shore to develop this type of Internet connetion without the benefit of being associated with a university. Our campus-wide network provides Internet access through every computer on campus, thus enabling students in every classroom to use the vast resources the Internet provides whenever necessary without taking turns or waiting for someone else to finish using the phone line. It also means that all of our students, faculty, and administration have electronic mail accounts which allow them to communicate with others around the world. Additionally, we can create an information server, a World Wide Web site, which will serve as a virtual extention of the campus out into cyberspace. Our Web sight should be active by the time that you recieve this publication. You can reach it at the following address:
http://www.nscds.pvt.k12.il.us
North Shore community members from alumni to school families will be able to see the current daily announcements, the Morning Ex schedule, athletic schedules, read student publications, and connect the latest news from the Alumni office as you connect to our site. (See email address and Web page address on page 16 of this ***Bulletin***.)

As the technology commitee recommended, we are providing training for faculty and staff as well as teaching computer literacy skills to students. With a solid infrastructure in place, we continue to explore ways to integrate technology as a tool for educational excellence. This is one of the reasons that we have selected John Perry Barlow as our Master in Residence this year. Barlow is one of the founders of the Electronic Freedom Foundation and has been featured in many publications and on Capitol hill discussing the implications of technology on community. He has been quoted as saying, "What are the essential ingredients of humanity ? What is technology ? How do the two relate, and what, if anything, can we do about any of it?" We are very excited about his visit to campus.



Students from the AP US history course with teacher Kevin Randolph. Students use laptop computers in lieu of textbooks for the course.

See **Wired,** *page 15*

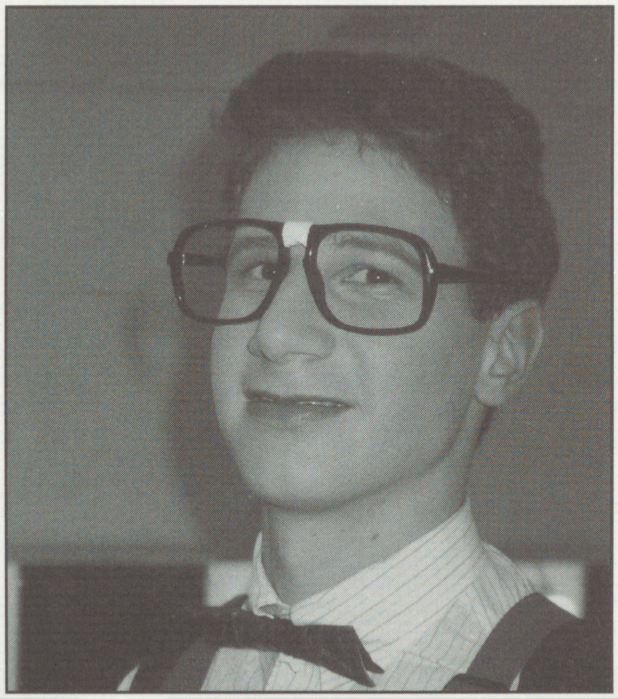
Fall Play

Adolescent Angst Find a Humorous Outlet

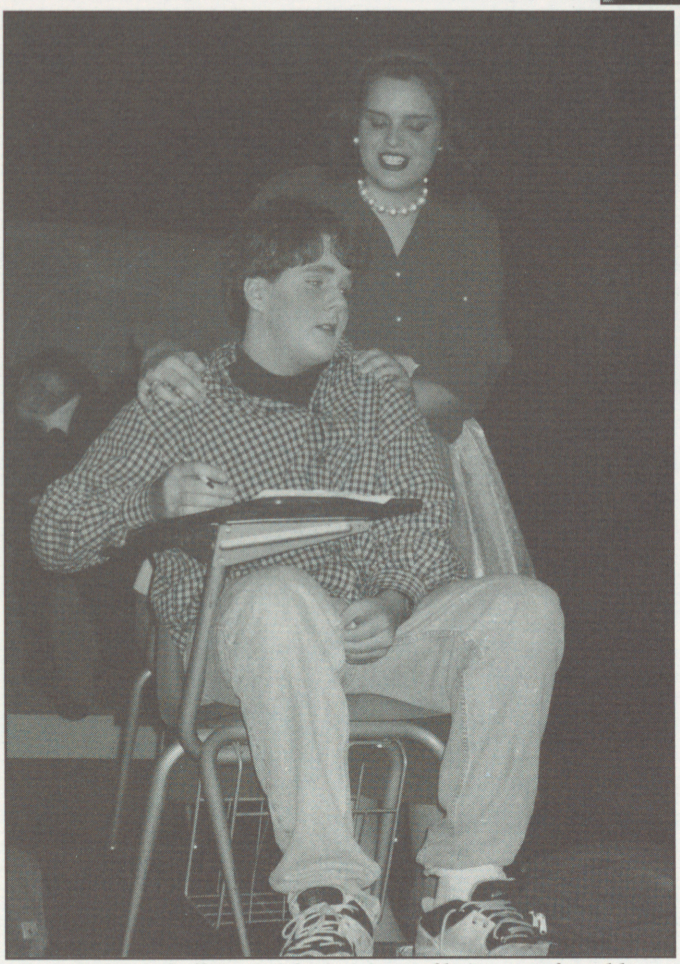
The performing arts department chose two one-act plays for their fall production held on November 2nd and 3rd. Both plays, ***Postponing The Heat Death of the Universe*** and ***This is a Test***, use humor to deal with adolescent angst caused by such real-life issues as being caught unprepared for a test or not winning a scholarship competition that seemed a sure bet.

Director Patrice Whitten selected the plays after meeting the playwright, Stephen Gregg, at the annual Illinois High School Theatre Festival last January. Gregg has written these and other works specifically for young actors.

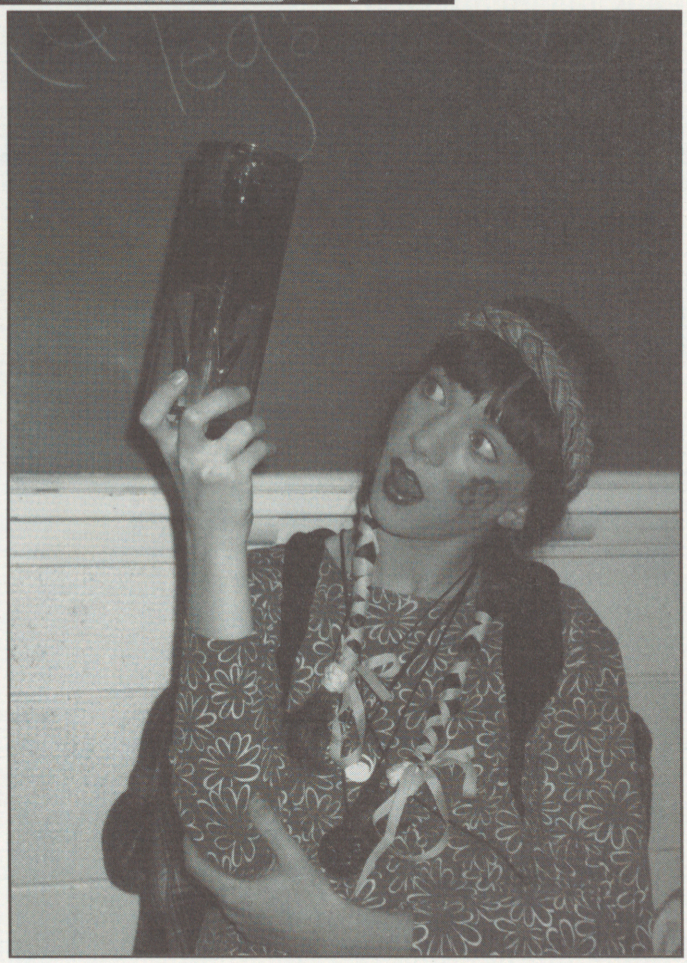
Thirty-six Upper School students played roles in these performances, ranging from actor to lighting assistant to running crew to stage manager.



Chris (David Gorelick '97), obsessed with how much time is left for the test, increases the anxiety of his unprepared classmate, Alan.



Alan (Rob McCaffrey '97) has visions of being comforted by his mother (Brittany Larsen '99) during the worst moments of his life.



Katie Hutchins '99 plays a student who seems to feel less stress about the test than does her classmate, Alan.

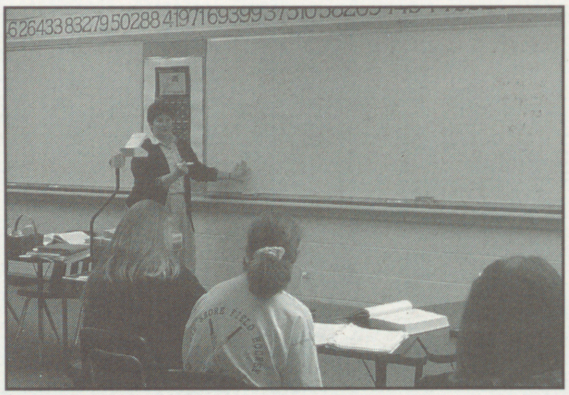
Math and Science, ***Cont'd. from page 3***

speed and direction, precipitation, and light intensity. This weather station comes complete with an external hard drive, called a data logger, which is connected to a digital display. The display is located in the library corridor and enables students to view the statistics gathered by the weather station. Two modems have been set up at the School, one of which will enable Chicago's WBBM, Channel 2, to download the information for television weather forecasts. The other modem will allow NSCDS students to compare weather information with the other 30 schools participating in the Weathernet project.

Upper School

The Upper School science department recently completed a yearlong collaborative research project with educators from the Illinois Math and Science Academy. Together, the NSCDS and IMSA teachers identified seven overarching themes on which courses in biology and chemistry are strongly based. They include: matter; energy; change; patterns of change; stability, systems and interactions; and scale, structure and uniformity. While studying a specific unit in these classes, students will address many, if not all, of these themes. For example, when chemistry students study petroleum, they encounter each of the seven themes in answering the following questions: where will our petroleum supplies come from in the future and what political implications will that entail?; how is petroleum refined and what are some of its properties?; what chemical reactions are involved in the burning process and can the heat produced be predicted?; how are petrochemicals used to produce new materials?; and what alternatives will we use when we've spent our petroleum resources?

To aid students in their scientific study and research, the science department has recently added technology into the labs. There are two new Compaq multimedia machines which enable students



to view CD's on anatomy, physiology, ecology, and physics. In chemistry classes, students can now use interfaces and probes which help them to measure temperature, electrical conductivity, pH and light transmittance and absorbance. The science department puts all of this technology to use in courses ranging from chemistry, physics, and biology to environmental science, scientific and technical writing, human anatomy and physiology, forensic sciences, and marine biology.

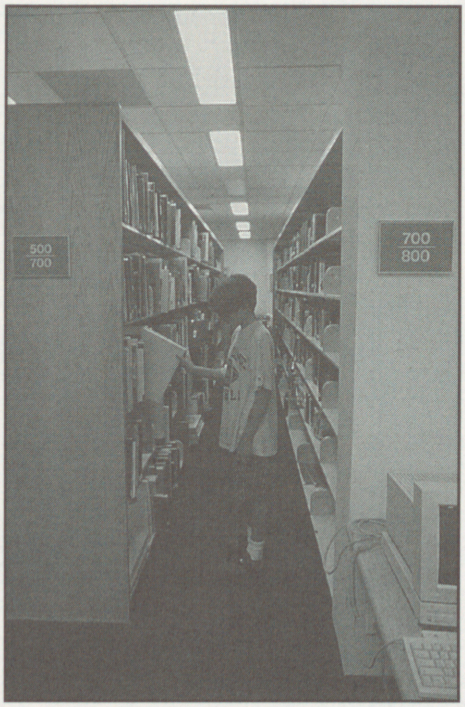
Technology also has a strong presence in the Upper School math department. One distinctive feature of math classes at North Shore is that all students use graphing calculators. These "mini computers" allow students to store their own data and programs which they can retrieve in order to print graphs and data plots. Students can also follow along as the teacher logs information into a graphing calculator which is plugged in to an overhead screen.

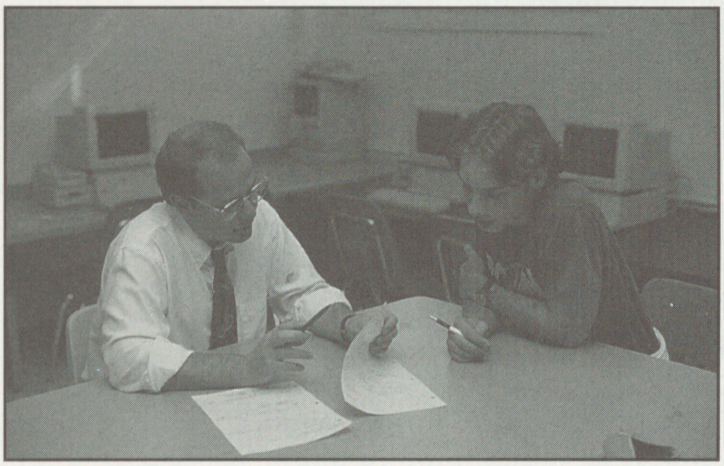
Beyond use of technology, however, the Upper School math department stresses to students that math is meaningful and relevant in our changing world. In Algebra courses, students discuss real-world problems in order to apply theory. No longer do students in Algebra I solve train or coin problems; instead they research articles from current periodicals and write critiques concerning the math and / or science found in the article. Algebra II students study quadratic functions by gathering data about throwing a tennis ball and recording its time in the air as a way of determining the velocity with which they can throw the ball. Algebra II students also research the population growth of various countries as an extension of their work with exponential functions. Even with the addition of new technology, the math department expects students to have basic computation skills, increased estimation skills, to know when to use technology, and to know both how and when to use a pencil and paper.

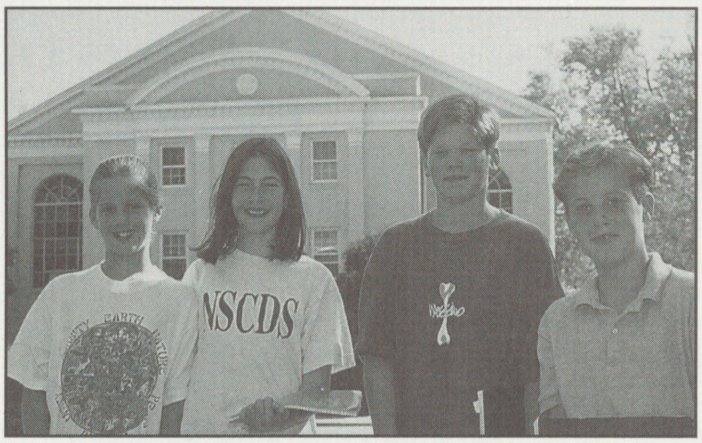
Discrete Mathematics is the newest course addition to the math department. In this course, students study nontraditional topics such as election theory, in which students investigate election processes in other countries and then compare and contrast them to policies of the U.S. They also study graph theory, which includes the study of shortest route problems, Euler circuits, and planarity; fair division, including estate division and mathematical induction; and matrix operations and applications, which examines, among other topics, game theory in which students select the best strategies for a player to follow in order to achieve the most favorable outcome. Research funded by the 21st Century Fund showed that discrete math is the basis for much of the math necessary for our students to be successful in the 21st century.

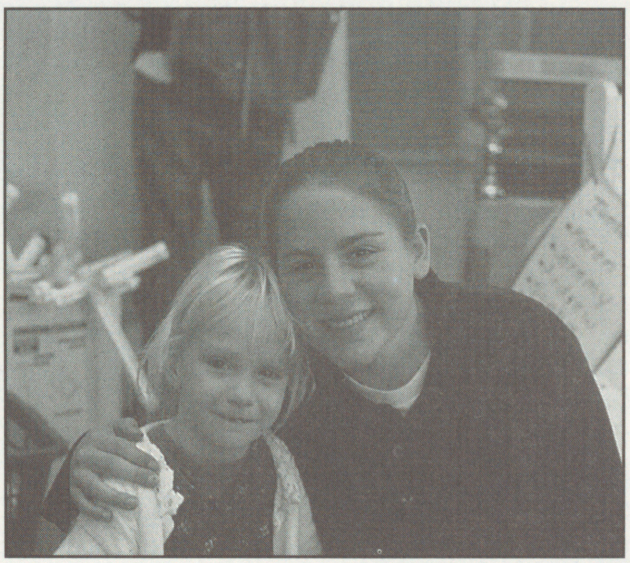
Math Department Chair Shirley Smith and Science Department Chair Dean Sexton work closely together and with division heads and math and science teachers from the three divisions to help design an overall program. With the rapid access to information that all of our technology provides, we must focus on teaching students how to analyze all of the information. It is these critical thinking skills that will benefit our students long beyond their days at North Shore.

Scenes from the 76th Year at NSCDS









Did You Know?

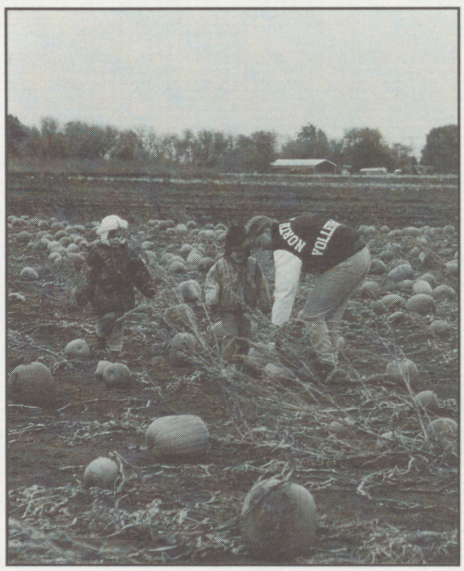
◆**North Shore athletes** hosted athletes from the Latin School in Chicago for an evening event following soccer, field hockey, and volleyball competitions. In keeping with the athletic department's mission statement, which says in part, "Among the values we seek to cultivate are: self confidence; sportsmanship; respect for others and self; a feeling of individual, team, and school spirit. The ultimate value is the joy of having completed something thoroughly and to the best of one's abilities," members of the Upper School student council planned an event designed to provide fun and fellowship between the athletes off the field.

NSCDS hosted the Latin students for a spaghetti dinner followed by the Homecoming weekend kickoff bonfire. Students also brought in a special guest speaker, former Blackhawk player Mark Lavarre, who encouraged the students to pursue their dreams.

◆"Irish Seas," a quilt designed by **Jane Moore's fifth grade class**, was accepted into the Botanic Garden quilt show, "Holiday Garden of Quilts," held November 8–12. Each student sewed two right triangles, one black and one with color, together along the hypotenuse. Students created graph paper models of possible designs and then selected one for the final design. Jane Moore, an accomplished quilter who had two of her own pieces featured in the show, sewed students' squares together.

◆**Upper School students** spent the week of November 6-10 pursuing a variety of Interim projects. The philosophy of Interim, "to provide an opportunity to the entire Upper School to participate in a sustained, in-depth experience of solid educational value outside the traditional classroom setting and time period," was reflected in projects including: film making; a bike and hike adventure to North Carolina; learning about and volunteering in a battered women's shelter; riding the railroad southwest to study Native American cultures; stained glass creations; theatre in the Big Apple; Grand Canyon and Anasasi Ruins expedition; and religions in Chicago among others. Students will make presentations based on their Interim experiences on November 21.

◆**The seniors and their kindergarten buddies** took a trip to a pumpkin farm on October 24th for a day filled with hayrides, pumpkin picking, playing tag, mud, wind, and lots of fun.



◆A reception will kick off a new exhibit in the John Almquist Gallery on December 1st from 5:00-8:00 p.m. The exhibit, entitled *Photography of the Natural World*, features the work of photographer Eddie Soloway.

Soloway has been exploring the earth's wild places for the last 30 years. For 10 years he worked with the Institute of Earth Education, developing wilderness journeys for young adults, creating curriculum for teachers, and conducting educational workshops in five countries.

◆Two NSCDS administrators showed their athletic prowess by running in the Chicago Marathon on Sunday, October 15. **Director of Athletics, Patrick McHugh,** and **Director of Admission, Greg O'Melia**, joined the 8,800 participants in a run that took them all over downtown Chicago. McHugh ran the 26 miles in 2 hours and 45 minutes and placed 135th. This marks his ninth marathon. O'Melia clocked a time of 3 hours and 8 minutes and placed 738th. This marks his first marathon. Both McHugh and O'Melia qualified for, and plan to run in, the 100th Boston Marathon to be held in April, 1996.

◆**Lower School Head, Pam Whalley**, served as a mentor for Russian educator, Larissa Grippa, during the month of September. Grippa, whose visit was sponsored by the Center for Citizen Initiatives (CCI), is assistant director of a small, private elementary school in Rostov-on-Don, Russia.

While at NSCDS, Grippa learned about different educational methods. Among the major differences between NSCDS and her school, she notes, "I was surprised that your parents take such an active role in the scool. In Russia parents come to see teachers only when there is a problem. I think your parents are happy to have such good teachers."

Whalley learned from the exchange as well. She believes, "It is always exciting to have someone from another country, because as you learn about their culture, it also heightens your awareness of your own culture."

◆**John Perry Barlow**, a retired Wyoming cattle rancher, a lyricist for the Grateful Dead, and co-founder of the Electronic Frontier Foundation, an organization which promotes freedom of expression in digital media, will be our Master in Residence for 1996.

Barlow has numerous publications and is a contributing writer for ***Wired***. He is a recognized commentator on computer security, Virtual Reality, digitized intellectual property, and the social and le-

gal conditions arising in the global network of connected digital devices. He recognizes that there is a difference between information and experience, and he vastly prefers the latter.

Barlow will visit NSCDS on January 29, 1996 to meet with students and teachers. More information will be mailed soon about his lecture to be held that evening. For more information on Barlow, his home page address on the World Wide Web is:
http://spare.toad.com/~barlow/

◆**The Berea College Country Dancers** will come to campus as the Harold Hines Visiting Fellows on February 1-2, 1996. The Berea College Country Dancers travel the US and abroad to share their interpretation of folk material through performances, workshops and community dances. Their repertoire includes square dancing; big set, a version of the Appalachian dance; community dances from rural America; clogging; early American ballroom dancing; singing ballads, folk songs and shape-note songs, and telling tall tales.

◆Raffle tickets are on sale for a charming, four-story, victorian row house. The winning raffle entry will be announced at the Auction on February 24, 1994. Tickets are $5 each or five for $20. Please stop by the development office or see an Auction committee member to purchase your ticket(s).

Directory Update

Changes

BARNETT, Howard and Cathie
*Kevin (10)
1750 Telegraph Road
Bannockburn, IL 60015

COLMAN, Jeff and Lucy
*Stuart (3)
650 Sheridan Road
Highland Park, IL 60035
(708) 926-9511

HARVEY, Caroline
(Upper School Tutorial Specialist)
596 Oak Street
Winnetka, IL 60093
(708) 441-6707

KAPLAN, Nancy F.
*Kenny (10)
1322 Knollwood Way
Riverwoods, IL 60015

MATTOX, Carolyn
2204 Pioneer
Evanston, IL 60201
(708) 864-7549

O'MELIA, Greg
(Director of Admission)
3054 Hartzell
Evanston, IL 60201

THORSEN, Charles and Christine
*Hillary (5)
(708) 234-0228

Additions

MULVIHILL, Alexis
(12th grade English)
7739 N. Eastlake Terrace, Apt. 2
Chicago, IL 60626
(312) 274-4976

RITCHIE, Miriam
(10th grade English)
1063 Ash Street
Winnetka, IL 60093
(708) 446-1989

RENAUD, Lisa
(Development Research Coord.)
609 Exmoor Road
Kenilworth, IL 60043
(708) 835-1912

NSCDS Calendar

DECEMBER

1	Art Gallery Opening, Eddie Soloway Photography; 5:00-8:00 p.m.
6	Junior and Senior Kindergarten Open House; 7:00 p.m.
7	College Financial Aid Night; 7:00 p.m. in Library
14	Winter Music Festival; 7:00 p.m.
19	Senior Symposium; 7:00 p.m.
21	Lower School Holiday Program; 1:30 p.m.
22	Celebration; 10:45 Mac Gym Noon Dismissal for Winter Break Holiday Party; 6:00-8:00 p.m.

JANUARY

9	Classes Resume
15	No School - Martin Luther King Day
19	Upper School Performance Night; 7:30 p.m.
20	Basketball Bash
25	P. A. Meeting; 7:00 p.m.
29	John P. Barlow, Master In Residence, on campus

Parents' Association Message

By Sandra Plowden, Parents' Association President

Reflections of a Parent

"The primary gift of God to man is choice - and education should be the presentation of conditions for choice, for the exercise of reason."

Perry Dunlap Smith

Last night I attended a lecture at NSCDS. The topic was "Understanding the Internet." I was amazed to learn that a message, which is sent electronically across the world, could break into several parts with each part traveling its own path. These very pieces would be rejoined at the same destination and time so that only seconds later, the full message would be received and could be responded to in like manner. Awesome! Is it a wonder that our children so frequently use that word ? I thought about the Information Highway and the mind boggling enterprise which is the Internet. I thought too about the Great Pyramids of Egypt, magnificent and lasting monuments to a civilization. These enormous and remarkable tasks are so different from one another!

We live in a complex and fascinating time, a time which is both exciting and confusing. I once attended a presentation which was given by a school librarian. Since the school referred to its library as the Resource Center, she was the Director of the Resource Center. She explained: Years ago, when a student came to the library, the job of the librarian was to help the student find material which was appropriate to the subject which he or she was studying. She helped turn over the rocks so that the students might discover the treasures of knowledge. Today, what is her task? Selection, she said. Today the resources are vast and the information is plentiful. It comes in books, periodicals, videos, multimedia, and via the Internet on the Information Highway. Students are deluged with information which comes from the local library as well as from almost anywhere in the world! Today's librarian needs to guide students through these resources and help them learn to choose material which is essential to the project. Selection, or choosing becomes a critical skill for children to learn, not just in the resource center at school, but in the resource center of life.

Our children are much more sophisticated than we were at their age. They know more, hear more, and see more about more of the world. Though they are better informed and more knowlegable than we were, they are still children. They are struggling with the same basic tasks with which we struggled. They are learning to stand, to walk and to talk. They are learning to read and to write. They are learning to love and to hate and to ***choose.*** Certainly, making a choice is not a new venture. But today, the sheer number of alternatives from which to choose is staggering! Do you remember when white sneakers were the only sneakers you could buy? Then red and blue sneakers came on the market. And now? There are Reeboks, Nikes, Addidas, and Pumas; there are white shoes, black shoes, red, green, blue, pink, purple and orange shoes; there are shoes with fluorescent colored shoe laces, with "air pockets" for comfort, and shoes with flashing lights on them. For whom? Our children!

It is a different time. I feel that it is a time when I, as a parent, need to be clear about my own choices. I would like to think that all children could grow up in a healthy and safe environment where they have the time and the guidance to make good choices for themselves. The family is such a place. NSCDS is another.

"Once the chorus of cultural values was full of ministers, teachers, neighbors, leaders. They demanded more conformity, but offered more support. Now the messengers are Ninja Turtles, Madonna, rap groups and celebrities pushing sneakers. Parents are considered 'responsible' only if they are successful in their resistance."

from "Battling our Culture" by Ellen Goodman

Parents' Association News

The Parents' Association has had a perfectly wonderful year thus far! School has been in session for just seven weeks but many parents have been working for several months to prepare for the busy autumn. The number of activities which has occurred already is overwhelming. Two things which are most estimable about the P.A. this year are the determination and cooperative spirit which pervade the entire group. No matter what the job, it is done and done well. The collaborative efforts of many energetic and thoughtful individuals make our team work.

The P.A. held a Computer Software Fair in September. Typewriting programs, word processing upgrades and educational games were sold. The proceeds from this sale will benefit the NSCDS Technology Department. We hope that this annual event will provide a needed service to our technologically sophisticated community.

The Gift Wrap and Gourmet Food Fund Raiser reached a record high in sales . The students, parents, faculty, grandparents, and all of you who contributed to this effort should be applauded! Your generosity will support the P.A. Faculty Enrichment Fund. Each year a few faculty members attend workshops or seminars or travel on individual study trips with grants from this fund.

The International Circle Supper was held on October 1. It brought together members of the school community who have multilingual or multinational back-

See **P.A. Message,** *cont'd. on page 15*

Hooray for Hollywood!

By Claudia Lockhart, Woman's Board Publicity Chair

The Woman's Board is actively planning and organizing "Hooray for Hollywood," Auction '96. Even as we work to raise funds on February 24, 1996, we have pledged $85,000 toward the purchase of bright new playground equipment to be installed on the campus this fall. A special committee of faculty, administrators, trustees and parents researched and selected the new equipment. The equipment, by BIGTOYS, replaces equipment also made by BIGTOYS that served us well for almost 20 years. The Woman's Board believes this is an important addition to our School. In his book, **You are Special: On Creativity and Play**, Fred Rogers said: *Play is often talked about as if it were a relief from serious learning. But, for children, play is serious learning. At various times, play is a way to cope with life and prepare for adulthood. Playing is a way to solve problems and express feelings. In fact, play is the real work of childhood.* It is our hope that the new play structures will challenge and benefit our students, summer campers and the surrounding community for another 20 years. The children are excited about its arrival!

Marilyn Webster, Benefit Chair, and Karen Adler, Benefit Co-Chair, hosted a kickoff celebration and planning session for Woman's Board members and their spouses on October 13th at Among Friends, an eclectic new Winnetka specialty store. The group exchanged ideas of items, trips, parties, and experiences upon which our guests might be interested in bidding, and we discussed how we might secure these items. We also discussed contacts people might have in the world of Hollywood, "entertainment," sports, etc. who might help us acquire tickets to shows, walk-on parts in movies, autographed items, etc.

Spontaneous and generous spouse David Plowden, a nationally acclaimed photographer with collections in the Library of Congress and the Smithsonian, offered to donate a black and white family photograph and also to conduct a day-long class for ten interested persons! This is the kind of inspired participation we seek from our School family.

The Woman's Board has an active membership of 50 members. The annual benefit provides funds to support a wide array of school needs. Last year's Auction raised $140,000, of which $90,000 was dedicated to enhancing faculty salaries.

Julie Hall has often quoted the African proverb "It takes an entire village to raise a child." To paraphrase, we say: "It takes the entire North Shore family to make a successful Auction!" The Woman's Board acts as an organizing body, but it takes students, parents, faculty, staff, administration and alumni to contribute by inviting friends, buying a table, donating items for our Silent and Live Auctions, underwriting an Auction expense, and sharing your businesses, talents and contacts with us. Our goal is to raise $160,000 at Auction '96! We can't achieve that without your help.

Hooray for Hollywood! Auction '96 Wish List

Listed below are items we would like to offer at Auction '96. **Please contact Benefit chair Marilyn Webster at 998-6438 with donations, contacts and ideas.** We need your help!

Sports Tickets: Bulls, Bears, Blackhawk, Big 10 college games!

Vacation Homes: Donate a weekend or a week or two. You define the parameters for your guests.

Airline Tickets: We have great success combining donated tickets—or assignable mileage plus miles—with hotel or vacation home packages!

Gift Certificates: Would your favorite landscaper, manicurist, florist, jeweler, hair dresser, or store donate a gift certificate for our Auction?

Restaurants: Do you have a favorite place to dine? If you're a regular customer, it can't hurt to ask for a donation!

Unusual Items: Handcrafted/handpainted dolls, furniture, antiques, jewelry, wine, art, decorative baskets and containers are always popular!

Bulk Items: Each year we sell 250 "surprise" bags in our Duck Pond. These bags usually contain items which companies have donated 50, 100 or more of, such as cosmetic or cologne samples, T-shirts, baseball hats, chocolates, sunglasses, mugs, toys, etc.

You! Do you have a talent you could share? Could your company provide a summer internship for an Upper School student? Could you teach a class? Host a gallery tour? Cook a terrific meal or prepare a wonderful picnic basket? Get a basketball, football, or baseball signed? Let us know what special services you can provide to lucky bidders.

A Place for Mistakes

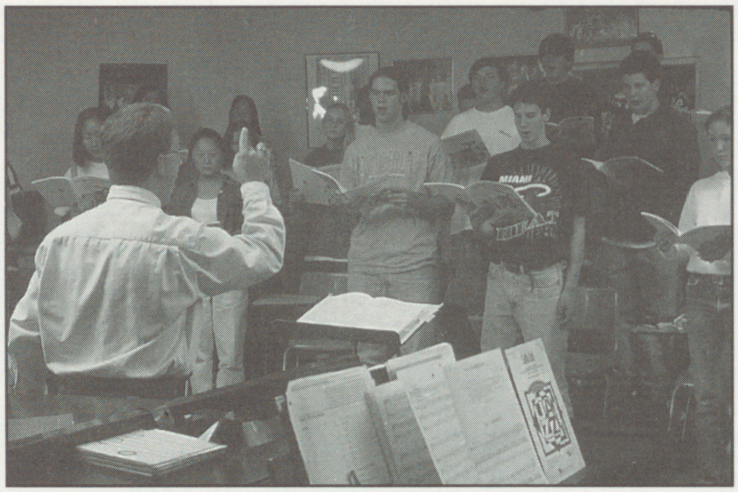
By Paul B. Perkinson, Upper School Head

Several days ago, I watched a group of students learning in a way you might not expect. They were learning from their mistakes. It was a wonderful, marvelous thing to behold.

Senior Seminar co-teacher Ms. Theiss was leading a United Nations Internet Treasure Hunt with the seniors. We were both struck by the diverse ways that students navigated the Internet. For most of the seniors, it was their first experience out on the net.

What we witnessed was one of the most important skills of good, effective learners. We saw students very comfortable with the great numbers of mistakes they were making. Doing research on the Internet requires a kind of spunky willingness to try and fail, and to try something different and fail again, and try yet again without being daunted.

Learning is like that. Whether one is crafting a character for the Fall play, writing an English essay, polishing serve defense in volleyball, mastering the quadratic equation or perfecting a Chopin piece, making mistakes is part of the learning process. The best way to learn is to give yourself time, space and permission not to "get it" the first, second or third time. (It is interesting to observe that beginners *'surf'* the Internet. In surfing culture, falling off the board or being swept under by a big wave is not a mistake at all. It just happens. You get back on your board and look for the next wave.)



Choral Director Michael Querio leads Upper School students in chorus class.

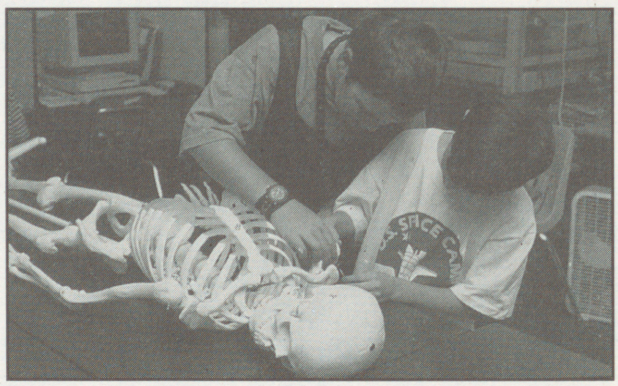
> ***"You will miss 100% of the shots you do not try."***

See **Mistakes,** *page 15*

The Soil of Learning

By Todd R. Nelson, Middle School Head

Back in August, I heard an Ohio Amish farmer quoted on National Public Radio: '*A farming community is only as good as its soil,*' he said. A farm makes an apt metaphor for the community of teaching, learning and parenting we find in schools. It's pleasing to imagine our own school's diverse intelligence and abundant resources as a farm. Our library serves as the orchard of perennial MacIntoshes, Cortlands and Red Delicious. Yonder is the woodlot, our source of axe handles and heat. We have the economy of being twice warmed from each log. The classrooms of rich river bottom land and meadows support both the whimsy of wild flowers and milkweed beloved of Monarch butterflies, and income-producing barley or wheat. Ours are free-range chickens, but not free-range cattle. The neighbors aren't too irate when an occasional bull wanders into the rhubarb, as long as we don't allow it too often. We maintain the fences because 'Good fences make. ..' you know. And there is even aspiration to raise an occasional exotic crop: Perhaps this is the year for shitake mushrooms or ji-



Sixth graders Scott Bridgman and Geoffrey Marcus help to assemble a skeleton in the science lab.

See **Soil,** *page 14*

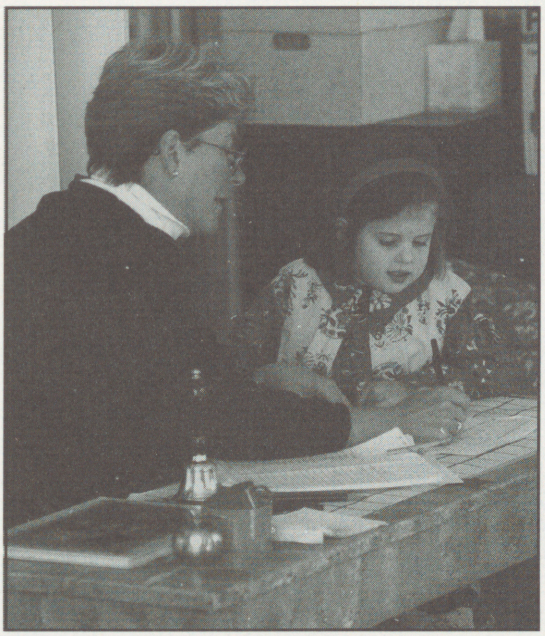
Character and Community

By Pam M. Whalley, Lower School Head

Howard Gardener's work on "multiple intelligences" asked us to take a hard look at the concept of intelligence, arguing that it is not a single characteristic easily measured by an I.Q. test, but rather a complex of multiple skills and potentialities. Now Daniel Goleman, another Harvard psychologist, is asking us to look at the role of "emotional intelligence" in the lives of children and adults.

So what is emotional intelligence? It is really the ability of the children to understand themselves and to show empathy for others. It sounds quite simple, and yet it plays an important part in the way in which a child approaches and copes with all the learning processes both at home and at school. Goleman suggests that it is, in part, what previous generations, even my own, used to call "character," and that now, as then, it plays an important role in successful achievement in all aspects of life.

Some children have a better developed emotional quotient than others: the child who can put himself in "the shoes of another child," the child who is self aware, persistent and one who already shows some social deftness by actions as well as words. It is the child who can "read" and "tune in to" the behavior of others and respond effectively, caringly, and unselfishly; the child who can commiserate with another; the child who can be happy for the happiness of another. Although we as teachers may not be fully aware of it, it is probably these very students whom we call upon when we want one student to help another in some way. Bert Cohler, University of Chicago psychologist and parent of two of my former students, tells us that "empathy can be seen as a survival skill. It is an innate quality but one that is shaped by experience." Young children learn by imitation, by watching how others act when they see someone in need.



Junior kindergarten teacher Patty Washburn works with student Victoria Gordon.

Obviously, then, we are all role models for the students in our community.

NSCDS provides many broadening experiences for intellectual and emotional growth. Our buddy system helps our students tune in to the needs of another much younger or older child. Our visits to Spanish speaking schools give students a different perspective on their own language. Our second grade visits to Glen Oaks Resident Home not only broaden students' understanding of oral family history, but also give them some sense about what it means to get older. Our Grandparents' Day encourages students to put themselves in grandparents' shoes for a day and to think about what their grandparents would most like to see and do when they visit the school.

Emotional Intelligence also refers to being self-aware or being smart about what we feel. As parents, we often believe that it is our job to take away all the worries and anxieties of our children, and we are usually quite successful in doing just this because it comes naturally to us. However, by doing this to excess we may not be helping our children in the long term. Goleman says that "worrying and fretting focus the mind on a problem so that it can search efficiently for solutions. Danger comes only when worrying blocks thinking, becoming an end in itself or a path to resignation instead of perseverance." Helping children talk through their worries and brainstorming strategies together is the best way to help them develop the coping skills they can depend on in later life. This is a powerful tool, since the way we handle stress affects our ability to concentrate and to use our intelligence to the full. A little anxiety can help focus the mind, but too much can paralyze it. We as educators and parents have the delicate task of finding that balance in each child and of fine tuning our responses accordingly. It is no mean task.

In a few years we will probably see an educational company put out a package "Emotional Intelligence: 100 easy reproducible lessons," but we know that emotional intelligence is much more subtle than that. We develop it in our children every day by what we say, how we respond to other children and our peers, and how we teach them to cope in an increasingly complex world. We must bring our children up in a community that highly values both empathy for others and an emotional self-awareness that enables rather than paralyzes. Effective action in the world requires more than conventional intelligence in whatever of its many dimensions, and it demands "character" too. We hope that North Shore's seventy-five year old commitment to education in a democratic community, to teaching children to "live and serve," develops our children's "emotional intelligence" too.

Soil, ***cont'd. from page 12***

cama or raspberries. Right about now we should be sowing winter wheat, assuring the replenishment of nitrogen in the soil.

But ah, that rich soil of ours, enabling this balance and diversity. To be a successful farm or school, we must nurture that which nurtures us — we're only as good as our soil, after all. Maintaining the soil is as important as the price we get at market for a bushel of our corn. We are not interested in mere short-term production, but in stewardship of the land, developing both orchard and this year's cash crop. After all, we want to pass the farm down to generation 'next'. This is sustainable farming. And, as the Amish farmer knows, the success of the individual farmer cannot be detached from the surrounding community. We gotta share tools, chores and resources. I'll plow your north forty 'cause I have a tractor; you'll let my cows graze your high meadow.

Stewardship of a learning community requires intimate knowledge of its climate and soil. Schooling, like farming, is an intensely ***local*** enterprise. My favorite poet and farmer is Wendell Berry of Eastern Kentucky. 'The particular farm,' he writes, 'must not be treated as any farm.... Farming by the measure of... the nature of the ***particular*** place means that farmers must tend farms that they know and love, farms small enough to know and love, using tools and methods that they know and love, in the company of neighbors that they know and love.... The inability to distinguish between a farm and any farm is a condition predisposing to abuse.' When I first read these thoughts, I was struck by how parallel they are with the qualities of robust schools. It emphasizes the strength of ***progressive*** schooling to substitute the word 'school' for 'farm' in these sentences.

Then we must wonder, what is the soil of ***this*** school community? I know what it is not: mere class size, physical facilities, technology. These are our distinguishing features, our tools. Nor should soil and crops be confused. We raise up, proficiency in a foreign language, literacy, numeracy, artistic and athletic expression; ethical judgment and the grace of collaboration. But I suggest that our soil is something deeper. The achievement of a healthy community is its guidance of children toward maturity and fulfillment, the protection of opportunities for men and women to continue learning in the practice of their craft, the use of equitable systems for self-evaluation, judgment and evolution. A true community is self-perpetuating and self-healing because it springs from such vitality as the knowledge and love of the farmer. Our faculty is given an economy of scale that allows for the use of 'tools they know and love, in the company of neighbors they know and love.' We village elders have responsibilities towards raising ***all*** of the children by passing on the traditional lore and craft which return that nitrogen to the soil of knowledge and love. A school community too is only as good as its soil. This is sustainable learning.

> ***"We must teach that it is in the best interest of each individual to live in a way that enriches the communal soil."***

Middle School children are inhabiting a very different landscape than did you or I. Having reached the age-of-apprenticeship at which they naturally begin to anticipate their own manhood or womanhood, they must make sense of some very confusing messages. One of the problematic features of the current landscape is the seemingly benign aspiration to have the authority of adulthood without the critical balance of maturity; to have the behaviors of mature people without the commensurate habits of thought and feeling required to genuinely inhabit an adult life. This makes for shallow roots — rapid growth, for instance, but lacking durability. Currently our media exalts images of unearned power and prestige and corruptions of authentic virtue: luck over blessedness, savvy over wisdom, stoicism over bravery. Which leads me to feel that 'A community of learning for 75 years', such as ours, is a wonderful place to spend these chrysalis years, not an escape, but a sturdy structure from which to venture forward. But the privilege of membership incurs a responsibility.

We must teach that it is in the best interest of each individual to live in a way that enriches the communal soil. In another essay Berry notes, 'If we were lucky enough as children to be surrounded by grown-ups who loved us, then our sense of wholeness is not just the sense of completeness-in-ourselves, but is the sense also of belonging to others and to our place; it is an unconscious awareness of community, of having-in-common.' Community is the meeting ground of the past and the future, where one is nourished by the other through a sense of belonging. A school community with the ambition to 'live and serve' is positioned to be luminary in its stewardship of a life of learning that is habitual, deeply rooted for long-term abundant productivity. We should be producing human beings whose hearts and intellect are integrated with contemporary tools, intelligences, and peoples. Thus we 'hitch our wagon to a star.' It takes all of us to make the journey. One might also say, 'Welcome to the barn raising, neighbors.'

Wired, ***continued from page 4***

With our technology plan, we have taken computers from the isolation of the lab to the action of the classroom to the interaction of the campus-wide network and the Internet. North Shore has always been a progressive and innovative School. Today we are able to model a technology plan that President Clinton envisions for schools nationwide in five to seven years. Our students and teachers will help to find the answers to questions about how teaching changes in this type of technological environment, and how schools themselves change with access to the Internet, before most other schools even have Internet access.

We are finding some of the answers through the AP US history class in which each student has a laptop computer. Students use the Internet, not a text book, as their basis for research. Both at school and at home, students in this class can engage in dialogues with other high school and college students as well as with professors who are experts in the field. The benefits of this capability extend to NSCDS seventh graders who are using the campus-wide network to access reasearch done by the juniors to aid in their study of explorers. Through technology, we are able to enhance one of the basic tenents of the NSCDS philosophy, cross-grade interaction.

Similarly, the ninth graders have used the campus-wide network to send information to their second grade buddies. The ninth graders helped to research the family histories of their second grade buddies and put together multimedia "stacks" of information including text, photos and graphics which the younger students could incorporate into their family history books.

Students in Upper School French use their e-mail accounts to correspond not with other NSCDS students, but with French speaking students in other countries. Through these frequent exchanges, students on each end are able to improve their knowlege and use of the second language they are studying.

With the infrastructure we now have in place, we will be able to adapt quickly to the changes necessary to keep North Shore at the forefront of technological innovation. Our graduates will enter a world that expects technological fluency and demands adaptablity. We will send them well prepared for the new challenges that await them.

P.A. Message, ***cont'd. from page 10***

grounds and interests. The purpose of this group, to understand and embrace other cultures, becomes so important as communications bring nations closer to one another. John Riley, President of the Chicago Council for International Affairs, is scheduled to speak to the International Circle next spring.

Many parents and students enjoyed the Fall Book Fair. There was a wide selection of books from which to choose. The NSCDS library is presently home to nearly 20,000 volumes. We will add to this wonderful collection with the proceeds from the fair.

Our November Rummage Sale provides an opportunity for the P.A. to demonstrate the "Live and Serve" motto of the school. We reach out beyond the confines of our community to lend a hand.

The Upper, Middle, and Lower School Steering Chairs, aided by the Grade Chairs, have held many activities this fall! Central to their mission is the welcoming of all students and parents to the school. Each year our school family is reborn through the efforts of all of its members. Steering and Grade Chairs work closely with the Administration and Faculty to achieve this aim. They will continue their community building efforts throughout the year.

Mistakes, ***continued from page 14***

Fear of failure has a paralyzing effect on most people. If one is too absorbed with being right, s/he can simply freeze up and learning stops. Director of Athletics Mr. McHugh showed me a poster today that spoke to this. It was a photo of a basketball on a court, and the copy read, "You will miss 100% of the shots you do not try."

Thus it follows that schools should be a place where mistakes are not only tolerated, but they are cheerfully accepted as part of the learning process. Essentially, the climate of a school needs to be a place where students are asked to try and learn from their failure. . . but never to be beaten by failure. This is not simply the responsibility of the teacher. Students need to encourage each other as they peer edit, work on a Chemistry lab or run their fitness test mile.

It also follows that the biggest mistake one can make is to inappropriately criticize someone when they are sincerely trying. That practice, a very bad habit, only instills a fear of failure.

Let us not lose sight of the fact that all experiments fail before they succeed. (Just ask Orville and Wilbur Wright!) Indeed, sometimes we want our students and children to succeed so badly that we forget that failure is an important part of learning. North Shore is a place for experimentation and experience. Whether it is with crayons and Legos or Shakespeare and Calculus, we want students to confidently persevere in times of failure knowing that they are involved in a rich, complex process of building new skills and developing human sympathies.

We will learn better that way.

Remember, Babe Ruth hit 714 home runs. He struck out 1330 times. Not too shabby....

Update from the Alumni Office

By Kate O'Malley Patke '85, Alumni Coordinator

Homecoming this year saw the campus fill with alumni from the Class of 1930 all the way to our most recent graduates from the Class of 1995. Festivities began on Friday evening when alumni shared a spaghetti dinner in the cafeteria with current students and their families.

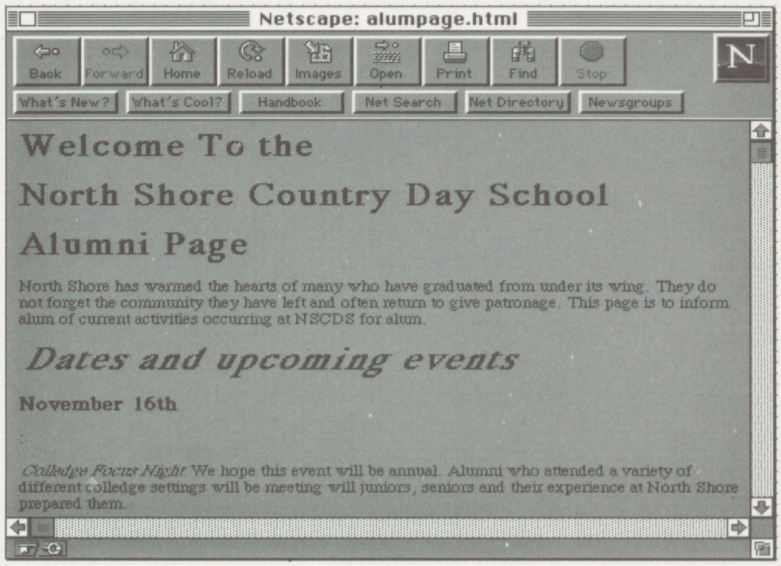
Alums returned to campus Saturday for a day full of nostalgia, athletic competition and reminiscing. To keep alumni current on the rapidly advancing technology at the School, technology coordinator Vinnie Vrotny spoke about the exciting projects that have been completed recently. Highlights include the campus-wide network put into place during the summer, a pilot program in which AP history students have laptop computers in lieu of textbooks, and Internet projects happening School-wide which enhance classroom learning.

A strong and hearty group of 10 alumnae gathered on the hockey field and, with a legion of enthusiastic fans on the sidelines, challenged the Varsity girls in the traditional Homecoming game. Though our alums fought a valiant battle, our Varsity girls won with a 2–0 score. We'll get them next year!

Later Saturday afternoon, after fortifying ourselves at the Homecoming barbecue in honor of George Mitchell, we gathered on Doc Anderson field to cheer on the Raider football team as they challenged Maranatha.

Since you are in a Homecoming state of mind, I hope you will all mark your calendars right this minute and plan to return to campus next Homecoming, September 28, 1996 to celebrate Mac McCarty's 50th year at North Shore. We're planning a huge gala, so keep an eye out for more information!

As usual, Homecoming was just the beginning of a year full of activities for alumni. On November 16, alumni will return to speak with juniors and seniors and their parents about their college experiences and how North Shore prepared them for that next step. Alumni will represent a variety of institutions ranging from small colleges to large universities, from the east coast to the west coast. Following a presentation from each alum, students and parents will have an opportunity for a question-and-answer period.



The NSCDS alumni home page on the World Wide Web.

We also hope to organize an alumni career day for a date in the near future. Please call the alumni office if you would be interested in speaking with NSCDS students about both your career and the path that led you to it.

In a memo sent to all faculty and staff recently, Head of School Julie Hall wrote, "In June of 1994, after 34 years as our Director of Transportation and Maintenance, George Mitchell went into semi-retirement. . . he graciously agreed to commute from Wisconsin as our Director of Special Events. I received a letter from George saying that the time had finally come for full retirement—on December 31, 1995. He thanked the entire NSCDS family for their support throughout his 35 years here. . ." George will be honored by current students, parents and faculty at the traditional holiday assembly in December. Alumni will have an opportunity to thank George at a special party in his honor to be held during the weekend of May 17-19. If you would like to be on the planning committe for either the George Mitchell party in May or the Mac McCarty party in September, please call me at (708) 441-3316.

With the networking of the campus this summer came an e-mail address and a website for North Shore alumni. In order to stay as up to date as possible, you can contact us via e-mail at alumnews@nscds.pvt.k12.il.us and at http://www.nscds.pvt.k12.il.us for our website. You'll be able to access up-to-the-minute news on the School, weekly morning ex. schedules, sports schedules, special events on campus and alumni events. You can e-mail address changes, news about yourself and your family for class notes and any other special information you may have. You will also have an opportunity to respond to invitations and to give input on events. We are excited about the possibilities this new technology provides. If you have any ideas about how we can better serve our alumni through e-mail and the website, please feel free to contact me.

"Senior" Class Trip: Meet Me in St. Louis

By Jay Scheurle, Director of Development

"This was the best trip yet!" Those sentiments from one of the travelers sums up this year's Senior Class Trip to St. Louis, October 28-31. In addition to pure enjoyment and stimulating education, one of the highlights of this year's trip was certainly the camaraderie of this close-knit group.

This marks the fifth annual trip taken by the Senior Class—alums who have passed their 50th anniversary of graduating from NSCDS. Thirty alums, from the Class of 1929 to the Class of 1941, spent four days seeing sights and learning history about the "Gateway to the West."

Destinations included the Gateway Arch, Cahokia Mounds, Forest Park, the Missouri Botanical Gardens, St. Genevieve, Fort de Chartes, the Anheuser-Busch Brewery, and the historic home of Louis A. Benoist—one of St. Louis's most successful bankers and great grandfather of our own Bill Benoist '40.

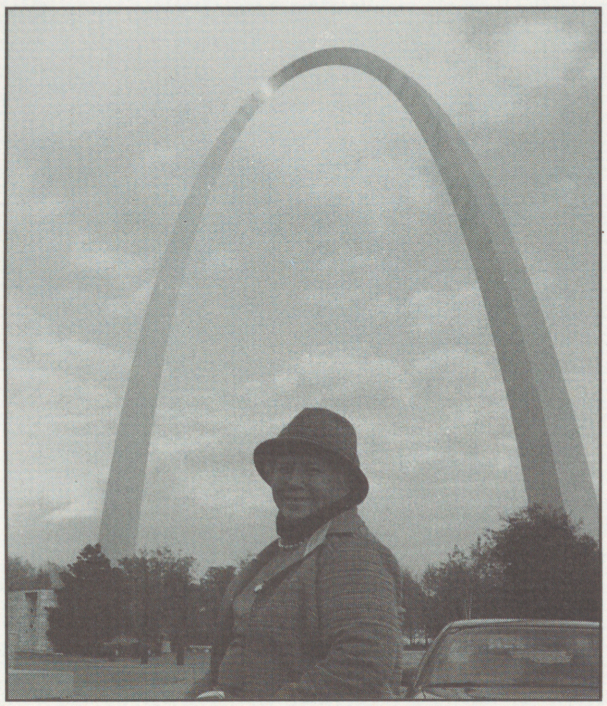
As always, the tour was filled with fascinating details and architectural descriptions provided by our wonderful tour leader, Bill Hinchliff '64.

Rumors are circulating about a great trip being planned for next fall. Alumni from the Class of 1946 or earlier—make sure to save room in your schedule next October!

Herb Butz '33 and Hank Wood on the porch of the Bolduc House in St. Genevieve.

Bill '40 and Irving Benoist outside of Oaklands, the historic Louis A. Benoist home.

The St. Louis Seniors: Front Row: Patti Schoellkopf '32, Sallie VanArsdale '40, Phoebe Ryerson '35, Nancy Nevins '41, Marilyn Farrar, Kay O'Brien '34, Judy Drake '35, Margot Barber '36, Barbara Colgate '32, Don McCulley (bus driver), and Lou Bernard '38. Back Row: Marie Waldo, Buzz VanArsdale, Bill Butz '31, Lucy Owens '31, Bud Blossom '36, Ted Owens, Bob Graff '40, Hank Wood, Mary Gilkey '35, Boots Osgood '31, Charlie Nevins, Sally Wood '38, Onnie Darrow '38, Ives Waldo '29, Louise Steele '35, John Steele, Bill Hinchliff '64. Not pictured: Bill '40 and Irving Benoist, Herb Butz '33, and Jay Scheurle.



Phoebe Ryerson '35 at the Gateway Arch.

John "Bud" Mordock '22 Creates Pooled Income Fund

Perhaps no one knows better than John "Bud" Mordock '22 the story of The North Shore Country Day School. The son of Charles Mordock, a Winnetka resident who believed strongly in helping to plan and support a variety of community organizations, Bud grew up understanding the importance of community service, education and leadership.

Bud recalls the days when, as a young boy of five or six, his parents hired a teenaged Perry Dunlap Smith to watch over him, his sister Kay '20 (the oldest living alumna of NSCDS and author of the School song, *O'er the Fields*), and his cousin, Robert. At the family summer home in Charlevoix, Michigan, Bud spent his days with Perry learning about nature, trees and birds among other things. Bud recalls, "Perry always was a teacher."

Bud watched as his father, along with a group of Winnetka residents, purchased the Girton School, a girls' preparatory school, and sought to create an independent school to educate their children that would rival the best east coast boarding schools. Charles Mordock was a pioneer. It was his forward thinking and good planning that led him to help found NSCDS, and it was that same approach that helped him to hire Perry Dunlap Smith as the School's first headmaster.

Bud was schooled in Perry Smith's progressive way of thinking, and he was raised according to the founding values of NSCDS: artistic and physical development, democracy, and community. Living and serving is something Bud has understood since his earliest days.

It comes as no surprise, then, that a man whose father was active in pioneering the progressive education movement in the beginning of this century should continue that legacy as a pioneer in helping North Shore move forward as a strong leader in education for the 21st century.

Bud Mordock '22 and his sister, Kay Mordock Adams '20, during a recent visit to NSCDS.

In 1994 Bud established a Pooled Income Fund at NSCDS by generously donating long-held securities. While pooled income funds play a major role at the college and university level, independent schools have been slower to reap the benefits because of the large amount of money required to establish such a fund. Once in place, however, a pooled income fund provides enormous benefits both to the school and to the donor (or to the donor's designated beneficiary).

A pooled income fund allows a donor who holds highly appreciated, but low yielding, securities to give those securities to the school to invest on the donor's behalf. These donations are pooled together and reinvested by the school. The donor avoids paying a substantial capital gains tax on the sale of the securities, receives a charitable donation tax deduction, and earns an income (based on the market return) for his or her lifetime, or for the lifetime of the designated beneficiary (a child, a grandchild, or a spouse, for example). According to Bud, "You can turn a small income into a large income. It's a great way to give yourself a raise." Upon the death of the donor or other beneficiary, the funds are turned over to the School to be added to the endowment. Because the pooled income fund was created by Bud's gift alone, he says, "This fund will go out of existence with me. In order to keep this thing going, other people have got to make the same kind of commitment to the School that I have. It is critical to the success of this important fund."

Bud's generous gift will help to perpetuate for future generations of NSCDS students the values and experiences he gained 75 years ago. As he thinks back on some of the most valuable aspects of his North Shore education, Bud remembers Morning Ex., the first-ever jungle gym, and learning how to speak in front of a room full of people. He also recalls how experience in public speaking at North Shore stood him in good stead throughout his career with Sears. "I found myself in the office of price administration as the price czar for the State of Maryland. It was my job to stand in front of 400 angry retailers who didn't want to be regimented and tell them about the regulations that were coming up. It was no problem for me."

Another important part of Bud's experience at North Shore was the opportunity for involvement in so many areas. He says, "We were organizing everything. We were organizing the sports, we were organizing the paper, we organized the yearbook, all those things. That helped me a great deal to get experience. We were taking charge and doing it."

In its 76th year, The North Shore Country Day School remains true in spirit to the school Charles Mordock helped to found. With much thanks to his son, Bud, North Shore will continue to grow and thrive and to ensure its place as a leader in the field of progressive education for the next century.

Alumni Class Notes

Edited by Jill Witte Dillon '69

28

EHarriet Moore Gelfan is living in Vermont. **Elizabeth K. Sanford** retired from the Department of Agriculture, where she was an editor, about five years ago and currently volunteers at the Smithsonian Institute and the Kennedy Center.

30

Robin Dean writes that he remembers watching his father, **Louis Dean**, being interviewed live on Channel 8 by the late Harold Keen regarding preliminary schematics and plans for the first phase of the San Diego International Airport. Louis served as President of the San Diego Chapter of the American Institute of Architects in 1952. **Anne Howe Delafield** lives in Lexington, Massachusetts.

31

Francis D. Moore has written an autobiography, A Miracle and a Privilege, which "covers all those wonderful years in Winnetka, Hubbard Woods and NSCDS. The book includes a great picture of the class of '31 standing awkwardly on the steps of the (then new) Gym." **Chuck Haas** and **Fisher Howe** both helped in editing Francis' book. Fisher is also the author of two books on trusteeship of charitable organizations. Francis, Chuck, Fisher and **Tom Dammann** will all be attending their 60th Harvard College reunion this year. **Janet Sanford Perkins** recently retired from the Army Research Laboratory.

33

Anne Ashcraft Cluett is living in Charlotte, NC.**Katherine Sanford Mifflin** retired from the National Cancer Institute in 1994, but is still working there for another year. **David Howe** is now living In Charlotte, NC, while **Henrietta Boal Moore** is living in Orland, Maine. **Leslie Wilson Sherman** threw herself a bash for here 80th birthday. Both her brothers Morris, from Atlanta, and John, from Wilmette came with their wives. Also, her granddaughter and her husband came from New Hampshire and, she is proud to say, will make her a great grandmother in February. Both of her sons are living near her in Colorado; her oldest son is in Greeley, and her youngest son is in Ft. Collins.

36

Virginia Creigh Livingston writes that she and Dave now have seven grandchildren and are lucky enough to have them all living nearby. The older I get, the more I treasure those four years at NSCDS!

37

Catherine Johnson Bell's son Stewart was married in Oregon in August. Her grandson Noah was best man, and Stewart's 12 year-old Golden Labador was the matron of honor. A lovely outdoor wedding in a beautiful setting with beautiful music. The West is wonderful!

41

Judge James L. Oakes was awarded an honorary Doctor of Laws from the Vermont Law School. The citation honors Oakes as one "who personified the fiduciary duties of loyalty and care, shaper of environmental jurisprudence, preserver of the white-tailed deer."

43

Janet Jones Rogers and her husband, Bob, hosted an alumni gathering at their house in Naples, Florida. **Scott Taylor**, **Bob Johnson** and **Diane Holliday Johnson** were all there and had an enjoyable time.

45

Ginny Blair helps conduct the affairs of the Hillsboro Club in Florida.

46

Lee Holliday Hascall and her husband took a trip to Israel last fall and saw the sun rise as they climbed Mount Sinai in Egypt. **Margaret Taylor Jenkins** was thrilled this summer to go to a sing-a-long directed by Alice Parker, held in Princeton at the Westminster Choir College. "She has such facinating arrangements and travels all over the world. I trust that NSCDS keeps track of her and what she is doing. We can be very proud to have had her teaching at NSCDS."

57

Ward M. Woodhead is nearing 30 years with A. C. Nielsen Co. as National TV Sales Vice President. He is also Director of Woodhead Industries, Trustee of Culver-Stockton College and Director of Oakton College Foundation.

58

Linda M. Porter writes that she is "hoping that the 75th Anniversary / Reunion of my Camp Osoha will be as successful and fun as North Shore's 75th." Camp Osoha is in Boulder Junction, WI.

64

Kathryn Wilsey Lerch is teaching at Park Tudor School in Indianapolis and plans to add two Western Civilization classes to her full load of German classes. Kathryn's son, Spencer, is attending Connecticut College and her daughter, Hillary, is a freshman at Colby. **William Hinchliff** was recently featured in a Chicago Tribune article about Elderhostel, an organization devoted to finding seniors numerous avenues of study and recreation. Hinchliff teaches an architecture class as well as a class on Chicago's literary history.

65

James P. Tuthill has been elected General Counsel and Vice President External Affairs of Pacific Bell Mobile Services, which has acquired licenses cov-

ering California and Nevada in the Federal Communication Commission's recent auction for new Personal Communications Services. In April, Tuthill was featured in an article in the San Francisco Law Journal for the work he did in the auctions.

68

Denny McPhee writes that he is now working as a disc jockey at a rock and roll station in Honolulu. "Classic rock and all the stuff we heard in high school. I'm amazed someone is paying me to listen to my kind of music!" His fiance has completely has completely recovered from a stroke and he is recovering from emergency surgery. The true scare came, however, when his dad found all his old NSCDS report cards! **Deborah Dunn Rumble** sang with the Buffalo Opera and Bel Canto Institute in New York and is auditioning for the Metropolitan Opera this year. She will be with Sarasota Opera and Kentucky Opera in 1996. She visited **David Misch** and Amy in Santa Monica and learned about his new TV show, Duckman. She will also see **Debbie Massey** at the '95 LPGA tournament in Youngstown. Debbie's husband, Ed, is now president of Michigan Hanger Company in Youngstown. **Susan Restin St. John** holds a Doctorate in Musical Arts from the University of Oregon and is much in demand as a private voice teacher and competition judge. She has taught on the faculties of the University of Oregon, Linfield College, Warner Pacific College and Lewis and Clark College. Her specialty is American music.

69

Lucy Bartholomay has been named to the new post of assistant managing editor/design of The Boston Globe. Bartholomay served as graphics editor for the Globe's 1983 Pulitzer Prize-winning magazine edition, "War and Peace in the Nuclear Age," which was cited for its excellence in graphics. She has won numerous other awards, including six gold medals from the Society of Newspaper Design and a gold medal from the Society of Publication Designers for her work in 1994. **Jill Witte Dillon** is now a member of the Guild Board of Directors of the Lyric Opera of Chicago.

70

James E. Golden and his family have moved to Pelham Manor, New York, where they are slowly restoring and renovating a 90+ year-old house.

71

Rob Rogers and his family moved to Seoul, Korea in August for approximately three years. Rob is working with Citibank.

72

Dr. Andrew Scheman is quoted in a recent article on drug store skin care treatments in the March, 1995 issue of *American Health*. He was also seen on a recent episode of ***Dateline***.

73

Judy Berry Smith has been living in Germany for the past two years as a resident opera singer for the Wuppertaler Bühner, and has enjoyed it so much that she just signed for another two year contract. Besides her singing duties in Wuppertal, she has appeared in opera houses throughout Germany, including Leipzig, Frankfurt, Kiel, Regensburg, Dortmund and Solingen. She was recently awarded the "Gaukler Preis" for best singer of 1995.

75

Stephen Kohl Solovy reports that his gallery has just moved from the 620 North Michigan building to One Magnificent Mile. His gallery is specializing in Chinese antiquities: archaic bronzes and jades, religious sculpture; and imperial porcelain. He just returned from a five week around the world trip. He was invited to give a lecture on Modern Western Art to an audience of new Chinese collectors in Beijing.

77

Daniel Pritzker's band, Sonia Dada, played at Park West in Chicago earlier this year and received great reviews.

78

Carol Louise Cuncannan moved to Tokyo two years ago to join her fiancé, Tom, who works at Nationsbank. She is working as the Director of Merchandise Analysis for Tiffany, Japan. So far, they have found the time to explore Beijing, Hong Kong, Southern Thailand, Bali, Western Malaysia, Singapore and the Maldives. **George Rogers** is flourishing in advertising in Boston.

80

Cathy Cain will marry Michael Sirkis at the estate of Ken and Ginger Winslow on Pleasant Bay, in South Orleans, Cape Cod, Massachusetts. Her marketing communications/publishing business is growing strong.

82

David C. Lazaro is living in England. He was quite surprised to run into an alumnus of North Shore at a recent dinner party hosted by his closest friend.

83

Sarah Britt Grikkas is married to a Greek man she met in graduate school at Loyola University. She is living in Athens and teaching English to high school students. She speaks Greek with her in-laws and keeps up with her German, which she speaks fluently after living in Germany for five years.

85

Classmates had a chance to catch up at the August wedding of **Tracy Bach**. In attendance were **Kate O'Malley Patke**, **Lisa Paul Renaud**, **Mike Reinsdorf**, **Chris Olson**, **Holly Schauer**, **Rashid Ghazi**, Laura Heinz Peters '89 and Marc Peters '83, Louisa Clinch Erickson '88, Lauri Reagan '87, Molly Shotwell '87, Chris Avery '87, Dan Bloedorn '87, Cy Oelerich '87, Jim Deuble '76, and Andy Nathan '78. Attendants were **Amy Peacock** '85, Mary Ellen Wing '86, Allison Plauche '88 and the bride's brother, Bill Bach '87 was a groomsman.

86

Benjamin Ferdinand is a police officer in Fairfax County, Virginia. For the past year he has been working patrol at the Mason District station.

87

Joel de la Fuente is starring in a new t.v. show airing Sunday nights "Space: Above and Beyond" as a character named Paul Wang. **Rick Janson** was living in Idaho Springs where he was waiting tables at night and working four days a week as a lift operator at Loveland Ski Area on the Continental Divide, while waiting to hear back from five MBA programs. He is currently back in Chicago working for Equinox, a water purification company. **Marcy Stern** just graduated from Fordham University in New York, with a Masters in Social Work.

89

Thomas Hilbink writes that he has finished a two-year stint as an Assistant to the President of the American Civil Liberties Union. He organized a three day conference on the Lawyers' Constitutional Defense Committee, a group of lawyers who did civil rights work in the Deep South in the 1960's. He continues to teach a class on Civil Rights and Race Relations in the New York City public schools while completing his first year of law school at NYU.

90

Paula Castillo writes that "Today was the first time I felt like I was in the Peace Corps. I was climbing out of an underground, water-filled cave and when I made it out at the other end, I was completely surrounded by rain forest and the sounds of the wild." Castillo is stationed as a Health Coordinator in Belize City. Her two principle goals are to lower the death rate of mothers and infants by 50% by the year 2000, and to educate the public on preventative measures against AIDS and Sexually Transmitted Diseases. **Jennifer Gormanous** graduated from Mount Holyoke College with a BA in English. She has written and submitted a short story to *Mademoiselle* Magazine. Gormanous plans to begin working on her Masters at Boston University. She enjoys visits from NSCDS friends like **Ellie Kiphart**, **Ciara McDonagh** and **Kathy Stephan**.

91

Nicole Rousseau graduated from Knox College last June. **Joanna Tepper** is pursuing a doctoral degree in Human Science at George Washington University. **Bela Agrawal** is going to UIC for a two year Masters in Public Health program, which she is planning to do in conjunction with an MBA program. **Robert Andrew McClung** graduated from Duke University School of Engineering with Departmental Distinction in Mechanical Engineering. In addition, he received two awards: the School of Engineering Student Service Award and a Pi Tau Sigma Scholarship Award. **Liliane Neves** started her fourth year of Medical School at University of Taubaté (São Paulo). She is working with babies at the University Hospital; newborns up to one year old.

93

Kelli Stebel called several Chicago students applying to NSCDS this year and was a very effective spokesperson.

94

John Frank was an admission assistant this past summer and is doing well at Yale.

95

Maggie Marzano, **Keith Kurzman**, **Anita Dahlia**, **Kathleen Brennan**, **Courtney Bartlett**, **Vanessa Price**, **Foster Brown**, **Brooke Bakalar** and **Liz Houston** all returned to campus in June to join the rest of the Class of '95 for the senior alumni association lunch.

FACULTY NOTES

Pam Bent, Lacrosse coach for St. Mary's Academy in Colorado, was awarded the Dorothy Mauk Pioneer Award for her "significant contributions to the development of her sport both in and out of state." Cameron L. Macdonald is a Ph.D. candidate in Sociology at Brandeis University, where she is conducting research for her dissertation on the dilemmas of in-home child care. She teaches social theory and research methods at Harvard University, and has been married for seven years to Gregory Williams, a remodeling contractor. She would be interested in hearing from any alumni, especially in the greater Boston and New York City areas, who use a nanny, au pair, or full-time babysitter to meet their child care needs.

Linda Gibson married Sedat Kiracibasi on October 7, 1995 at Alice Millar Chapel at Northwestern. Clint Moore, fifth grade teacher Jane Moore's husband, performed the ceremony, former Lower School art teacher, Nancy Johnson, catered the reception, and Phoebe Mills '90 and Loren Cohen '90 were servers at the reception. Talk about NSCDS connections!

Lisa Hilbink married James Steven Gerber on August 6, 1995 in Salem, Massachusetts.

Alumni Milestones

Births

Eben Carver Johnson
June 10, 1995
Lynn Pitman and Christopher W. Johnson '66

James Henry Alsberg and Stephanie Charlotte Alsberg
May 18, 1885
Joyce and Eric D. Alsberg '71

James Keenan Fix
November 16, 1994
Robert and Karen Wirtz Fix '76

W. Robert Elisha, Jr.
July 10, 1995
Bob '77 and Jody Turley '77 Elisha

Isabelle Taylor McAlevey
April 8, 1995
Michael and Lynne Harwich McAlevey '81

Marissa May Howland
May 16, 1995
Laura and David Howland '83

Allie Bakey
April 29, 1995
Patrick and Jane Dettmers Bakey '83

Kyle Magged
August 2, 1995
Gary and Bridget Ziegerl Magged '89

Charles Thorne Peters
September 27, 1995
Donny '80 and Amy Peters

Marriages

Katherine Button'76
to Michael Castleberry Bell
March 25, 1995
Lanai, Hawaii

In Memoriam

Alumni

Elizabeth Sutherland Fenollosa '29
Donald W. Kevetz '34
Nicholas Blatchford '36
Mark Richard Starr '42
Marian Gallery Davis '52
Richard Ridenaur '54
Edward C. Huebner '57

Alumni Class Notes

Please keep in touch! Fill out the form below to inform us about marriages, births, promotions, travel, or just to let us know how you are doing. If you have moved recently, please notify the School so we can update our records. Completed forms should be mailed to: Alumni Office • NSCDS • 310 Green Bay Road • Winnetka, IL 60093

Name _____

Address _____

City _____ State _____ Zip _____

Home Telephone _____ Business Telephone _____

News _____

_____

_____

_____

_____

Gifts That Work For You

The Pooled Income Fund

To remain an educational leader, The North Shore Country Day School will need significant financial resources. The strongest independent schools have greatly benefitted from sizable endowments created through the generosity of alumni, parents, and friends.

By participating in the Pooled Income Fund, you will help to ensure North Shore's heritage for generations to come.

The Pooled Income Fund operates essentially like a mutual fund. All gifts are "pooled" for investment, and income generated by the fund is shared proportionately among participants.

Here are the benefits you will receive:

- Income payments for life for you or for a loved one
- A partial income tax deduction
- Avoidance of costly capital gains taxes on appreciated assets
- Donated assets are removed from your taxable estate.
- Significantly increased income on low-yielding assets
- The opportunity to be recognized for a meaningful gift to North Shore during your lifetime

You can join the Pooled Income Fund with an initial gift as low as $5,000. You can donate additional gifts as low as $1,000. We invite you or your financial advisor to contact us about how the Pooled Income Fund could work for you. Please write or call Jay Scheurle, Director of Charitable Gifts and Estate Planning at NSCDS (708) 441-3320. All contacts are kept strictly confidential.

A Community of Learning Since 1919

NSCDS Winter Sports Schedule

Girls' Basketball

Day	Date	VS.	Place	Time
Friday	Nov. 17	UHigh	Home	4:00
Monday	Nov. 20	Roycemore	Home	4:00
Wednesday	Nov. 29	Roycemore	TBA	4:00
Friday	Dec. 1	Elgin Academy	Home	4:00
Tuesday	Dec. 5	University High	Away	4:00
Thursday	Dec. 7	Lake Forest Ac.	Away	4:00
Saturday	Dec. 9	Woodlands	Away	12:00
Tuesday	Dec. 12	Morgan Park	Home	4:00
Friday	Dec. 15	Alden-Hebron	Away	4:30
Tuesday	Jan. 9	Francis Parker	Away	4:00
Friday	Jan 12	Latin	Away	5:30
Tuesday	Jan. 16	Willows	Home	4:00
Friday	Jan. 19	Elgin Academy	Away	4:00
Saturday	Jan. 20	Mooseheart	Home	TBA
Wednesday	Jan. 24	Woodlands	Home	4:00
Friday	Jan. 26	Lake Forest Ac.	Home	4:00
Tuesday	Jan. 30	Morgan Park	Away	4:00
Friday	Feb. 2	Francis Parker	Home	4:00
Tuesday	Feb. 6	Latin	Home	4:00
Friday	Feb. 9	Willows	Home	4:00
Mon-Fri.	Feb. 12-16	REGIONALS	TBA	

Boys Basketball

Day	Date	VS.	Place	Time
Tuesday	Nov. 1	Luther East	Home	4:30
Tuesday	Nov. 28	Mooseheart	Away	4:00
Friday	Dec. 1	Elgin Academy	Away	4:00
Tuesday	Dec. 5	University High	Home	4:00
Thursday	Dec. 7	Lake Forest Ac.	Home	4:00
Monday	Dec. 11	Hebron Tourn.	Away	TBA
Tuesday	Dec. 12	Hebron Tourn.	Away	TBA
Thursday	Dec. 14	Hebron Tourn.	Away	TBA
Wednesday	Dec. 20	Ida Crow	Home	6:30
Tuesday	Jan. 9	Francis Parker	Home	4:00
Friday	Jan. 12	Latin	Home	4:00
Tuesday	Jan. 16	Morgan Park	Away	4:00
Friday	Jan. 19	Elgin Academy	Home	4:00
Saturday	Jan. 20	Mooseheart	TBA	4:00
Tuesday	Jan. 23	University High	Away	4:00
Friday	Jan. 26	Lake Forest Ac.	Away	4:00
Tuesday	Jan. 30	Morgan Park	Home	4:00
Friday	Feb. 2	Francis Parker	Away	4:00
Tuesday	Feb. 6	Latin	Away	4:00
Friday	Feb. 9	Northridge Prep	Home	5:30
Tuesday	Feb. 13	Quigley	Home	4:00
Mon-Fri.	Feb. 19-23	REGIONALS	TBA	

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LIVE AND SERVE

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